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Schoolscapes

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Québec-wide meetings

Four years on

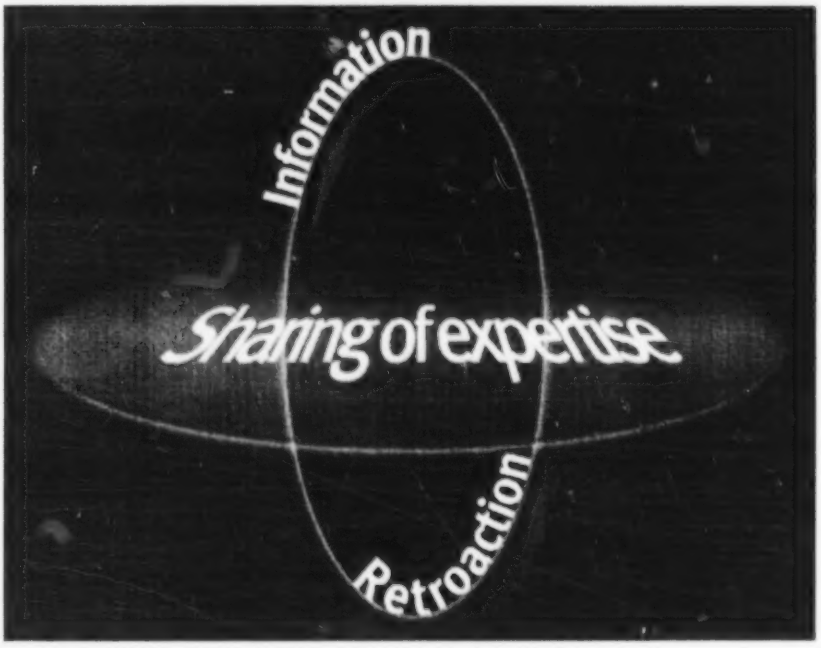
By Alexandre Robillard

By June 2003, four years after the first Québec-wide meeting was held, twenty-three days in all will have been devoted to the meetings. Each meeting involves an average of 500 participants and provides a perfect opportunity for networking.

"It's hard to work alone. The Québec-wide meetings create horizontal and vertical links between schools and individuals," stated Margaret Rioux-Dolan, director of the Direction générale de la formation des jeunes.

The recurrence of the same themes allows them to be addressed from a different angle each time. "We've been able to cover a wide range of topics based on four categories: the Québec Education Program, evaluation, implementation and organization." This has led to the establishment of links based on shared context, going beyond the everyday context to construct the collective structure of the reform.

Originally intended as a one-off event, the first meeting led to calls for an ongoing series of meetings. The participants split into separate groups, with school administrators continuing to meet at Québec-wide meetings, while education consultants and resource teachers set up their own meetings during training sessions for resource persons. Other meetings were organized for program design committees at the elementary and secondary levels, along with symposiums (on media studies and citizenship education). The events have been covered by various publications, including *Vie pédagogique*, *Virage* and *Schoolscapes*.



Organizing a Québec-Wide Meeting

A team project, a learning organization model

By Francine Payette

The presentation by Nicole Gagnon, coordinator of the Québec-wide meetings, demonstrated how an event such as the November 4 and 5 meeting is the fruit of the collaboration of a great number of people. You simply had to watch the list of names of the 84 people who helped prepare this meeting scroll down the screen to be convinced. The organization of these meetings is a good illustration of the collective construction that we are seeing develop in our schools.

Cont.on page 2

2007-03543/

Cont. from page 1

The basic structure is always the same. It contains three main focal points: providing information, sharing expertise and collecting feedback. However, as schools have undergone considerable changes since the first meeting in February 1999, each session has reflected the serious challenges and the variety of ways of addressing them.

Let's see how the present province-wide meeting came about.

First and foremost, we need to highlight the work done by the group secretaries and workshop leaders during the April 18 meeting. Their gathering of data enabled the writing of a report that clearly shows participants' expectations and the current situation in which they are evolving.

Based on this detailed report, Nicole Gagnon's team from the Ministère went to work and made content proposals that were submitted to approximately sixty persons from the school network. Representing all Québec regions and the different supervision and counselling functions in schools and school boards, the managers enriched, validated and consolidated the initial proposals. Together they structured the workshops and chose the subjects and speakers to invite in order to further the reflection. The issues selected for these two days reflect the pedagogical and organizational aspects and are benchmarks for the reform's success and the leadership of schools under transformation. Each topic was the subject of conferences and sharing of expertise. Information on the work in progress was presented by representatives of the Ministère.

Nicole Gagnon also presented participants with a graph conveying the process underlying each meeting.

Managing Change

By David Fuchs and Eve Krakow

At the Québec-wide meeting for curriculum reform, SchoolScapes interviewed five school administrators who spoke about their priorities and the challenges awaiting them during the upcoming year. They shared some of their tools and strategies to support the implementation of the reform both at the elementary and secondary levels, for the benefit of our readers.

Donna Bisson, principal

Bonaventure Polyvalent School
Eastern Shores School Board

"Even before the reform discussions, we were heading in that direction because the needs of the students dictated it. But I think we still have a long way to go."

Donna Bisson is the principal of Bonaventure Polyvalent School, a small English-language school for Secondary III to V. It has 122 students, most of whom bus in from surrounding communities. (Bisson is also the principal of New Richmond High School, about 25 km away, which offers pre-kindergarten to Secondary II.)

Over the years, student needs have led Bonaventure to adapt its programs. French and Math is taught over six periods, students are given two years to complete their physical science and history, teachers often work with students in small groups.

The school has also developed a number of projects that already fit within the reform's spirit of meeting the needs of each student in order to achieve success for all.

"Group 41"—short for Secondary IV, year 1—is a class of students who, for a variety of reasons, did not pass secondary III. "Every one of them has their story; they are all at risk," says Bisson. Team-teaching is used to help students build their skills in English, French and Math, and to introduce them to Secondary IV history and science.

"I think we're very good at reaching out to our students and bringing out the best in them," she says. This often means working in collaboration with student services. For example, an "advocacy" program helps students get to know themselves and build personal motivation and self-esteem. A youth clinic is offered once a month in collaboration with the CLSC: a doctor comes in and sees students by appointment, often dealing with issues such as eating disorders and sexuality.

Bonaventure Polyvalent has also developed close ties with its French next-door neighbour, École aux Quatre-Vents (Commission scolaire René-Lévesque), which has 500 students. Some of the French school's English-speaking

students come to Bonaventure for English class, and vice-versa. One of Bonaventure's students is taking Math 536 at Aux Quatre-Vents, while four of their students are taking history at Bonaventure. "This exchange gives the students more choices and broadens their awareness."

Finally, there are the school's extensive after-school and noon programs. For the past ten years, the school has offered an after-school sports program two days a week. But it's not just sports. "The first 40 minutes is compulsory study hall: students work in silence, with a few teachers walking around to help out with homework." Out of 122 students, 40 stay on a regular basis. On two other days a week, there is an after-school tutoring period, with one tutor and at least two teachers on hand.

"There is no doubt in my mind that many students have achieved their high school diplomas because of these after-school programs." It gives them the structure, help and hope they need, she explains.

The noon program is for remediation. The key: this time is built into the teacher's timetables. On those days, the teachers providing the remediation eat lunch either before or after. This enables them to be available when the students are free—without adding on to their schedules.

Challenges

Yet even though many of their projects already fit within the spirit of the reform, they still have a long way to go, says Bisson.

"For the most part, our teachers are specialists. Because we're a small school and we know each other well, there's been cooperation. But we're going to have to organize ourselves so that we're working more effectively in a cross-curricular fashion between subjects."

The biggest challenge will be overcoming the obstacles of time and resources to get more teachers into professional development sessions. "There is a reluctance to accept the reform at the secondary level, but I think that once there are more professional development opportunities for teachers, they're going to realize that the reform is coming from teachers, and that it is happening because teachers have been saying, 'We have to do this.'"

Richard Carrière, principal

Notre-Dame elementary school
Commission scolaire de la Vallée-des-Tisserands

"The biggest challenge in implementing the reform is to bring school personnel—not just teachers, but all personnel—to gain a solid understanding of the foundations of the reform," says Richard Carrière, principal of Notre-Dame elementary school. This implies gaining a strong grasp of the first three chapters of the Québec Education Program.

A variety of strategies can be used, but what is important is "to have several entry points, several ways of providing information and training, and to reach a certain consensus on the way to proceed for integrating these underlying concepts."

In his school, Carrière began by developing "training capsules" on the vocabulary of the reform in order to demystify expressions such as focus of the competency, cross-curricular competencies and broad areas of learning. "It's important to involve key teachers in the school. You start with a small core of personnel, and then they train their peers," he explained. This strategy is not only more stimulating for the teachers involved, but provides for a better integration of the vocabulary and concepts by those giving the training.

In all, he designed a dozen such capsules on the reform. The first series focused on vocabulary; the second on a more global understanding of the reform, that is, the connections between the cross-curricular competencies, broad areas of learning and subject-specific competencies; the last will focus on the programs of study.

He emphasizes that contrary to the traditional approach to a new curriculum, with the QEP, the subject content should come last. "I have told my teachers that the day I am convinced the entire team understands the underlying dynamic of the reform is the day we will discuss the specific subject content, and not before."

In addition to the training capsules, his staff is currently doing research on the new pedagogical approaches advocated by the reform (cooperative learning, project-based learning, new ways of evaluating, etc.). At the moment, emphasis is on the portfolio.

Some teachers are also experimenting with new approaches for special needs and at-risk students. This is essential since the reform aims to eliminate grade repetition and to integrate special needs students into regular classes. "In our school, we have 19 students who are at least one cycle behind. This is no longer just a matter of strong and weak students; truly differentiated instruction is required." The school also groups these students together on occasion—once a week for three or four weeks, for example—to enable them to concentrate on more specialized learning.

Having been involved in the reform process since 1998 and principal of Notre-Dame school for the past two years, Carrière is confident that his school is on the right track. "I think that teachers and school staff have a desire to take things further. As administrators, we need to support them, but not rush them. We also have to show that we know where we're going. Because when people start sensing inconsistencies, that's when insecurity sets in."

Norman Woods

Principal
Howards S. Billings Regional High School
New Frontier School Board

Norman Woods only recently took up his post as principal at Howard S. Billings high school. Fresh from his experience as assistant principal at Chateauguay Valley Regional High School in Ormstown—where he worked with grade 7 at-risk students and developed team projects—he doesn't consider his move to Howards S. Billings school as too unsettling. "We already have an established middle school project that is very much aligned with the principles of the reform," says Woods. His experience gained in Ormstown will come in handy this year.

The middle school project involves all Secondary I and II students. It is like a school within the school and is located in a separate part of the school. This is the school board's pilot project for the reform. The goal is to reinvest the expertise gained from the middle school into the senior high school and the school board.

After a period of adaptation to the new administration, he sees the main challenges being the development of team building with the teachers from Secondary III, IV and V. "The main goal this year will be to bring the school closer to the community. The focus will be on developing complex learning situations for students to take part in. Teachers must feel that they are in charge of this change," says Woods. At the school, teachers meet on a regular basis for professional development and the school receives help in the form of PDIG grants to spend some time reflecting on teamwork, networking and to form complex situations to maximize cross-curricular learning.

"We have to develop an active type of learning, an inquiring mind. Students are more involved when we take a more hands-on approach. For example, at Chateauguay Valley Regional, I developed a project entitled 'The Battle of Chateauguay.' It was a history project that included a lot of cross-curricular work. Students became caught up in this project because it dealt with a local battle. Students enjoy learning that is somehow or another connected to their everyday lives," says the new principal.

At Howards S. Billings school, a school improvement program was implemented with members of the community, teachers and staff. Committees have been established to deal with issues such as school discipline, professional development and classroom management. The committees regularly take the information that is provided by the Ministère and adapt it to their particular context, as part of the school development plan. "The staff seem to be on top of things," adds Woods.

Gabriel Arseneau

Principal
Bois-Vivant school (Elementary and Secondary levels)
Commission scolaire René-Lévesque

The main challenge faced by this Gaspé school is the appropriation of the reform at the secondary level. "We hold regular workshops in which secondary-level teachers are taught the context of the reform, starting with the Estates General, the school's mission and the concepts included in the first three chapters of the education program. At our school we have a head start on others because of the three-year experience of our elementary teachers who have shared their understanding of the reform with secondary teachers and helped them to create their own interdisciplinary projects," says Gabriel Arseneau.

To support his teachers, he has freed up some of their time, in part thanks to the professional development grants. "At our school, floating days (approximately five a year) also serve for the appropriation of the reform. I want to add that the province-wide meetings make our staff feel connected to the rest of the province," says Arseneau. "When I return from the province-wide sessions, I relive the meeting with the education consultants who reinvest the information with the teachers. An interesting initiative at our high school has been to develop a cooperative approach to learning. Within classrooms, students will work on a project in groups, each of which will work on one cross-curricular competency. At the end of the period,

Huguette Martin

Vice principal
Cap Jeunesse High School
Commission scolaire Rivière du Nord

"Our main challenges have to do with professional development and teacher support. Two years ago, we implemented a committee of teachers to coordinate professional development and analyze learning projects in order to help teachers adapt them to their classrooms. Another major challenge is school organization, to provide the space and time for learning," says Huguette Martin.

"The initiative we are most proud of is our 'family structure' for the organization of learning. Our goal was to create a stable group of teachers around students and to deliver the services in a more appropriate manner," says Martin. This year, in each of the three grade levels at the school, classes are regrouped into larger 'family' units. For example, in Secondary I, their are 20 groups assembled into five family units of 4 groups of students. Teachers representing all the subject areas are assigned to one of these families. Each family is headed by an animator, who is part of the teaching staff. The animator has been allotted four periods every nine-day cycle to coordinate the work of the family. Two periods out of every cycle are dedicated to meetings between the teachers and their animator in order to better monitor students' progress and build interdisciplinary projects in collegiality.

There are two main focuses in this structure: the first provides students with a sense of belonging, the second provides consistent pedagogical development to teachers. "Every month, I meet the animators and provide them with guidance to ensure the smooth management of their respective families. They in fact share the running of our school. Three pedagogical consultants help me through the process of supervising all our families. This structure is inspiring for teachers because they can share pedagogical strategies and successful practices through their own local network."

"We have put the emphasis on structural change. My motto is 'to learn is to do.' I believe in the individual creativity of teachers and the complimentary services staff. I am certain that we can make the reform work if we help them feel confident about change. Our staff act as information providers in our community. And the first three chapters of the Québec Education Program for Secondary School are a good example of the information that is essential to our community. Without the cross-curricular competencies and broad area of learnings, we are missing the point of the reform. It is in the broad areas of learning that we find the basis for all complex learning situations. We need a global vision of teaching and learning. That is why I find it so important that the complimentary services, specialists and community at large be integrated into the process."

the groups come together and present their work to the rest of the class."

At the elementary level, report cards were developed by the cycle teams and revised to the satisfaction of all. Meetings took place with the other schools in the region to validate the process of their elaboration. "We have designed distinct report cards for each cycle, taking a progressive approach.

For example, in Cycle One, students are given a mark for six of the nine cross-curricular competencies, whereas in Cycle Three all nine are evaluated. This year all three cycles are using the new report cards and students present and explain their own report cards to their parents and teacher," says Arseneau. Having introduced the new report cards effectively, Arseneau feels that the reform is now well implanted at the elementary level. He is working hard to achieve the same results in secondary school.

The School: An Educational Community

By Clémentine St-Germain

Jean-Pierre Proulx, president of the Conseil supérieur de l'éducation, was asked to describe the school model that would best contribute to student learning today. Here is the answer he gave to participants at the Québec-wide meeting.

Before being appointed president of the Conseil supérieur de l'éducation in September, Jean-Pierre Proulx was a professor at the faculty of education of Université de Montréal and chair of the ministerial task force on the place of religion in school (which produced the Proulx report).

"I was recently asked a very simple question: what kind of school best contributes to a student's education? That is a huge question," said Proulx. "To offer an answer, I drew on the various briefs written by the Conseil supérieur de l'éducation over the last few years."

His answer is in the image of the question, being both simple and complex: the ideal school is an educational community. A school that mobilizes all the actors, both inside and outside the school, and focuses on sharing and on the quality of relationships between these actors to fulfill its educational mission. "The Conseil believes this formula is the most likely to appeal to the minds and hearts of parents, students and teachers," he said. "The idea of community is a response to the individualism and mass-mentality that has been prevalent in popular culture for the past 30 years and which is intensifying. In this respect, school would become a place of counter-culture. Why not? It's not a pipedream to believe that a new community spirit could appear as an organizing principle for school life."

The school's heritage and its project

Proulx began by discussing the institutional culture of the school, that is, its ways of acting, thinking and sharing with a community of people, which enable it to form its personal identity. He identified two elements to this culture: the heritage and the project.

A school's heritage is a "pool of meanings," elements that can be mobilized to make sense of life in the present: the school's name, its history, its traditions, its rituals, its former glories, etc. "My view is that public schools usually ignore their heritage. Yet bringing it out fosters a feeling of belonging in students and can give direction to the school's project."

At the moment, more emphasis is placed on the second aspect of organizational culture: the project. The project contains a vision to make one's own, values to promote, orientations to determine, standards to set, goals to reach and measures to implement. In other words, it contains a certain number of guiding principles on which the school team has reached a consensus.

Proulx believes that more importance could be given to the overall vision, the school's ultimate purpose, "what we see when we look as far ahead as possible." Not everyone sees the same thing when they undertake this exercise, but there is still a consensus provincially and internationally as to the ultimate purpose of school. It involves development of the whole person (intelligence, will, heart, body and mind) and human rights and freedoms.

School should be a place of pluralism (each individual has his or her own values), yet at the same time, promote a common vision. In this respect, Proulx mentioned the results of a survey published last summer. To the question "What is the most important value to transmit to students?" Quebeckers answered in the following order: respect of others, the desire to learn, sense of responsibility, discipline, critical thinking, autonomy and rigour. "It is fascinating to note that the most important value for Quebeckers is not the first aspect of the mission of schools (to provide instruction) but the second (to socialize)," said Proulx. "The Conseil is of the opinion that we should try to reestablish a balance in values in school. This doesn't mean abandoning social and moral values. But the current imbalance could perhaps be explained by the types of social breakdowns in which schools find themselves (family break-ups, violence, youth suicide, etc.)."

The Conseil proposes that orientations be built around the following elements: typical organizational traits, quality human relations and a basis of shared values that are put into practice (not just in the discourse, but also in the school's organization and operation). "The school administration's leadership will play a vital role. If it knows how to communicate and share its values, there is a good chance that values will emerge among the other actors as well." Once transformed into rights and obligations, these values will become the school's standards.

The school's goals are largely set by the law. But Proulx points out that while academic success, as measured by graduation rates, is essential, it is not the only goal. "It is also important to aim for educational success, which goes beyond academic success. This entails a feeling of belonging to the school, integration of the learning project and the maturing of the students' vocational choices. It must take into account the differences between girls and boys and the presence of 'non-traditional' students." The difference between academic success and educational success should also be reflected in the measures put in place.

Multiple actors

The second aspect Proulx focused on was organization, that is, the means that enable a group of people to meet the objectives they have set themselves. Organization involves actors, social interaction and material resources.

The first actors, the students, should form a community of learners. This implies that there are community classrooms, offering a living environment based on the relational qualities between people (students, teachers, other professionals). A community of learners also requires the organization of stable groups, a question the Conseil considers essential, yet which gives rise to certain challenges given its consequences for the current organization of school.

The second group of actors is the teachers. "Can we say that teachers are masters at the service of schools?" he asked. "I find this a meaningful metaphor. The power and authority legitimately invested in teachers are not granted to them for themselves, but to enable them to

provide a service to others."

To do this, teachers must be competent masters, who build on their competencies through professional development, who have quality relationships with others (demonstrating availability, empathy, respect, equity, etc.), who care about weaker students and who are able to share their leadership. They should also be cultivated, that is, heirs to the culture that they are to transmit to the children. This involves maintaining a connection to history, making links between the various elements of knowledge to transmit and being able to situate students in relation to the world of the past, present and future.

Finally, the school administration plays a key role. It has to share its vision and values, rally all actors in the school and foster their commitment. "Yet at the moment, school principals are mired in administrative tasks," said Proulx. "The Education Act defines their task first and foremost as one of ensuring the quality of educational services and managing their school on a pedagogical level. Unfortunately, there is currently a negation of this primary role. We therefore have to find ways to enable them to carry out all aspects of their role."

In terms of the social interactions of organization, Proulx simply stated that they should express a mobilizing and democratic leadership, promote sharing in the classroom, encourage a stimulating student and extra-curricular life and lead to rich human relationships.

A multi-faceted action plan

The last aspect that Jean-Pierre Proulx addressed was the school action plan. Its goal is to foster the school's heritage in order to develop a sense of belonging and to enrich the culture of students and the school as a whole. "We must look beyond mass culture in order to foster an understanding of the great works," says the president. The action plan must also help to refine the mandate of the school governing board by prioritizing communication (which seems obvious enough, but which must nevertheless be planned as a matter of policy) and showing concern for the satisfaction of school stakeholders (to meet all their expectations).

Proulx gave the example of the results of a survey conducted on Québec parents showing that one out of every five parents of students in elementary school and one in every three at the secondary level were somewhat or very unsatisfied with the school that their child was attending. "This is data that must be taken into account."

The action plan must also involve parents by developing a partnership between them and the school. To achieve this, Proulx proposes that parents be appealed to on a personal level in order to bring them toward the common good—to get parents interested in what their children are living, their school activities and, ultimately, the governance of the school. "We must move away from the model of the parent as a consumer (the current trend) toward that of the parent as a participant. This is a major challenge for schools," said Proulx. Lastly, the action plan must also help open the school to its community, create a community classroom, emphasize learning cycles and create seamless student services.

In conclusion, to consider schools as education communities entails a significant change: a recentring on students' interests, which goes against the dominant consumerism and is based on a strong leadership by school administrations and governing boards. "The Conseil supérieur de l'éducation is convinced that this project can be achieved because, before issuing its opinions, it met a number of trustworthy witnesses from schools representing future educational communities," concluded Proulx.

Ongoing change in Québec's secondary schools

Various MEQ actions mirror the scope of current changes. The latest Québec-wide meeting has given participants an overview of the situation.

The main initiatives launched by the MEQ in 2002-2003 were presented to around 500 school administrators who took part in the Québec-wide meeting held on November 4 and 5.

To open the meeting, Robert Bisaillon, the Assistant Deputy Minister for preschool, elementary and secondary education, summarized current events. The recent announcement by the Minister of State for Education and Employment, Sylvain Simard, concerning the plan of action for secondary schools, is part of a broader overall approach. "Our objective is to make schools both intellectually and socially stimulating, by ensuring that they focus on the emotional, as well as the physical, health of their students," stated Bisaillon.

The recent flurry of attention devoted to taxing, success rates for boys and the league table for schools, all reflect a central concern that cuts across society as a whole: educational success. "These questions should encourage us to think differently. And we must try to look at things from the students' perspective," added the assistant deputy minister. Turning to various other activities in progress, Bisaillon stressed that all the subjects under discussion this year are convergent.

By Alexandre Robillard

Priority for complementary services

The director of special education and complementary services, Denise Gosselin, made a key announcement about the new reference framework for complementary services. "The framework reflects the importance of complementary services in the school mission, as defined in the QEP, especially concerning the spiritual care and guidance and community involvement service, which has already been implemented at the elementary level," she explained.

Gosselin also discussed various steps that will be taken this year to define an intervention strategy to allow students with difficulties to succeed in their education. This joint approach will be based on a set of discussion and reflection tools made available to all school teams. A regional plan of action will also be drawn up in cooperation with school boards. Schools will be given an opportunity to pool their findings during regional study days, and a task force will be set up this year to begin an examination of management practices.

At the same time, a review of literature dealing with the definition of "at-risk" students will begin. Intervention approaches for students will be studied during a Québec-wide symposium in the fall of 2003. Lastly, a communications plan will be developed to inform teachers, parents and the general public.

Ongoing validation

In connection with reform activities, the coordinator at the Direction générale de la formation des jeunes, Andrée Mingay, gave an update on the validation process for the QEP in Secondary Cycle One. "We want to gather as much information as possible on the working document that is currently in circulation, in order to prepare a more satisfactory final draft," stated Andrée Mingay.

For this purpose, some 400 design committee members have been asked to re-read the QEP. Fifteen target schools have also begun a critical review of the program, along with sixteen partner organizations, including associations of school administrators, labour unions and federations. All have been asked to give their opinion on the readability, relevance and coherence of the current text. "The objective is to be able to table the final version of the QEP in August 2003, for implementation in September 2004," concluded Andrée Mingay.

Target schools and support actions

The fifteen target schools are representative of secondary schools in general. The sample includes large and small schools, public and private, in urban and rural settings and in both the French and English networks. "Each school must have demonstrated a willingness to work with the concepts of the QEP," added the coordinator for program application at the DGFJ, Jean-François Giguère.

A meeting has been scheduled for administrators at the target schools and MEQ regional offices on November 25. "They will look at whether the QEP has been adopted by the teachers concerned. We will also discuss the upcoming stages in the implementation process," stated Jean-François Giguère.

The objective is to collect as much data as possible for dissemination throughout the network, in order to prepare for the future changeover. Besides validating the program, the fifteen target schools will also work with the Groupe de recherche sur l'informatisation des commissions scolaires (GRICS) to develop new models for school organization, based on reality simulations and input from teachers. Several support activities have also been planned. "We will concentrate on training to provide support, rather than leadership, in the upcoming changes, to ensure a presence before, during and after the implementation of the QEP," explained the coordinator.

In addition to Québec-wide meetings for school administrators and training sessions for resource persons, a working group bringing together around fifty participants will work on the design of training tools.

Consultation and evaluation

A recent survey concerning the evaluation policy has revealed strong support for the question of certification of studies. The conclusions are based on meetings held throughout the school system, in the elementary, secondary, adult education, vocational education, college and university sectors.

In connection with evaluation at the secondary level, several simulations have been planned using past cohorts of students, along with a review of innovative evaluation methods in Québec and around the world. The goal is to determine certification requirements, especially concerning the competencies that must be recognized before a diploma is awarded. The certification procedure must also be defined sooner, in particular concerning the responsibilities shared between schools and the MEQ. Future discussions will also focus on the design of the competency report, which "must give information for students who complete their course, as well as for those who drop out," explained the director of evaluation at the DGFJ, Laila Valin.

At the elementary level, a training session has been scheduled for April 2003 to look at the reference framework and the scales of competency levels. Work is also needed to specify the form of Québec-wide examinations for the end of elementary school, and the subjects targeted. "What is clear is that the language of instruction will be the key focus," said Laila Valin.

Basic school regulation

To complete this overview of current MEQ actions, the director of the DGFJ, Margaret Rioux-Dolan, pointed out that the implementation of the QEP will lead to a review of the basic school regulation. A survey of school boards will be conducted between April and June 2003. The amendments will be forwarded to Cabinet in August 2003, in time for the new basic school regulation to be adapted to the QEP for secondary education by September 2004.

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